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ABSTRACT

At this time, there are few readily available tests that measure aural structure abilities in lower-level ESL classes in adult or high school. In the past two years, however, the Ilyin Oral Interview (Newbury House, 1972,76) has been successfully adapted from its one-to-one format to a mass listening test. It is being used in San Francisco Bay Area adult programs for achievement testing, and has been used in a summer program for placement purposes. Although the aural test format is soon to be published, it is possible for interested persons to adapt it for themselves from the published Ilyin Oral Interview. (The publisher has already promised permission to duplicate Interview material on written request.) This paper gives detailed instructions for adapting and administering the mass listening test. (Author)

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ADAPTING THE ILYIN ORAL INTERVIEW
TO A MASS LISTENING TEST

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Presented at TESOL, New York, March 1976
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Adapting the Ilyin Oral Interview
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report by Judy Winn-Bell Olsen and
Roger E. W.-B. Olsen

ABSTRACT

At this time, there are few readily available tests that measure aural structure abilities in lower-level ESL classes in adult or high school. In the past two years, however, the Ilyin Oral Interview (Newbury House, 1972,76) has been successfully adapted from its one-to-one format to a mass listening test. It is being used in San Francisco Bay Area adult programs for achievement testing, and has been used in a summer program for placement purposes. ^{Although} ~~as~~ the aural test format is ^{seen to} ~~not~~ being published, ~~however~~, it is ^{possible} ~~necessary~~ for interested persons to adapt it for themselves from the published Ilyin Oral Interview. (The publisher has already promised permission to duplicate Interview material on written request.) This paper gives detailed instructions for adapting and administering the mass listening test.

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At this time, there are few readily available tests to measure aural structure abilities in lower-level ESL classes in adult or high schools. College-level tests such as CELT (Harris and Palmer, 1970) and the Michigan Test of English Language Proficiency (Upshur, Palmer, Harris and May, 1962) do not discriminate the lower levels of language ability--yet people at these levels do have importantly different degrees of measurable competence.

Currently, the STEL tests (Best and Ilyin, 1976) and EPT tests (Ilyin, Best, and Biagi, 1971) are available for use with lower-level ESL classes. But these measure knowledge of written structure in a multiple-choice format, demanding only passive reading recognition and no production.

In the past two years, however, experimentation with adaptation of a different kind of instrument has produced an effective structure test for discrimination of aural abilities at lower levels.

The original instrument, the Ilyin Oral Interview (Newbury House, rev. ed. 1976) was designed as a one-to-one assessment of aural-oral abilities. An integrative test, it centers around pictures of several days in the life of a single character. Its scoring system allows partial credit for students who understand the question, but cannot give a totally grammatical response.

Available reliability studies show coefficients ranging from .86 to .98. Correlation studies using Rank and Order Difference and the Pearson Product Moment show a marked relationship between the Interview and other measures of aural proficiency.

There is also a relation between a candidate's score on the interview and teacher and student opinion of that candidate's aural-oral abilities. (Ilyin, 1976, pp. 5, 6)

This oral interview has been adapted¹ for administration

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Based on an idea by Rhoda Curtis, Berkeley Adult Schools.

to groups of ESL students in high school or adult school, who respond to the examiner's questions in writing. The scoring system is the same, and, as with the original I.O.I., there are two forms, which may be used for placement and achievement testing.

The mass listening format is currently being validated at Alemany Community College Center, San Francisco, and used to measure student progress. In a 1975 summer program in San Francisco for visiting Japanese high school and college students, it was used as a placement test, and at the end of the program as a post-test to measure gains. In both the adult center program and the summer program, teachers concurred with the tests' measure of student abilities, and in both programs, a post-test did indeed show student gains. (See tables I and II.)

The mass listening adaptation is not currently being published, however, and the remainder of this paper will show interested teachers, counselors, and other test administrators how they may adapt and use the Ilyin Oral Interview as a mass listening test.

TABLE I

The AOI (Adapted Oral Interview by Ilyin) was used in conjunction with the STEL test (Structure Tests for ESL Learners, Best & Ilyin, 1975, Newbury House) as a pre-program placement test and post-program achievement test for a month-long summer 1975 ESL program for Japanese high school and college students visiting San Francisco. The data from these students is as follows:

	<u>N</u>	<u>Mean</u>	<u>S.D.</u>	<u>r¹</u>	<u>SEm¹</u>
Placement AOI	63	32.08	14.43	.92	4.02
Placement STEL	63	30.89	10.96	.88	3.80
Achievement AOI	61	42.20	12.34	---	---
Achievement STEL	60	34.33	6.62	---	---
AOI Gains	55 55	9.38 ²	6.19	---	---
STEL Gains	51 51	3.15 ³	4.49	---	---

¹ Correlation Coefficient and Standard Error of Measurement were not calculated for the achievement tests or for the gains studies. It was felt that earlier reliability studies covered these concerns. (See Ilyin Oral Interview, 1972 & 76, Newbury House)

² $t=11.4$ 54 df $p < .005$

³ $t= 2.27$ 50 df: $p < .025$

TABLE II

A small sampling of students at Alemany Community College Center is reported here to show the additional promise of the Adapted Oral Interview as an achievement (re-placement) test:

<u>Test</u>	<u>Class</u>	<u>N</u>	<u>Mean--Sept.</u>	<u>Oct.</u>	<u>Dec.</u>	<u>gains</u>
AOI	Level 300	7	30.29	----	40.86	10.57
AOI	Level 200	28	16.36	----	26.57	10.21
AOI	Level 200	18	-----	12.56	21.55	8.99
AOI	Level 400	20	-----	34.90	42.30	7.40

Approximately 280 students are currently involved in a December 1975 to May 1976 pre/post-test study which will be reported subsequently.

REFERENCES

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- Palmer, Leslie, and Bernard Spolsky (eds.) 1975. Papers on language testing, 1967-1974. Washington, D.C., TESOL.
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INSTRUCTIONS FOR ADAPTING THE ILYIN ORAL INTERVIEW TO A MASS LISTENING TEST

PART A

1. Obtain a copy of the Ilyin Oral Interview (Newbury House, revised edition 1976) which includes the interviewer's manual and the two complete interview forms with pictures and appropriate questions.
2. Write for permission from the publisher to duplicate the pictures. Permission upon written request has already been promised.
Send requests to: Rupert Ingram
Newbury House Publishers
68 Middle Road
Rowley, Mass. 01969
3. Photoduplicate the picture-pages from the interview book and assemble into booklets.
As the interview is actually composed of two separate sets of questions and pictures (the "Bill" form and "Tom" form), it can be adapted to a pre- and post-test format. One set of pictures is appropriate Monday through Thursday, the other Tuesday through Friday, a factor not to be overlooked when deciding which set to use.
4. Find the appropriate questions in the interview book for your particular picture series, and decide how many questions you want to use.
There are a total of 50 possible questions for each test, graded according to difficulty. For low-level classes, you may want to take the first 25 questions only. For somewhat more advanced classes, a shortened version of the entire test can be made by taking only the specially-marked items (high discriminators) for a 30-item test.
When you have decided on which questions you will use, number them and write them on a separate script sheet for easy use by the test administrator(s). **BE CERTAIN THAT STUDENTS NEVER SEE THE QUESTIONS IN WRITTEN FORM.**
5. Make an answer sheet of the appropriate length, on which the students will write the answers to the oral questions they hear. One line is sufficient for each answer. Scoring will be quicker if you leave room at the end of each line where the score can be circled. (See p.8 for sample answer sheet used at Alemany CCC)
6. Be sure that all test administrators have a copy of the test questions to be read aloud, a copy of the Interview Instruction Sheet (see next page) and one of the student picture booklets. Be sure that they have carefully read all before test-time.

- SCORING:
7. In scoring the test, give 2 points for answers with correct information and perfect grammar,
1 point for correct information with grammar mistakes (even small ones), and
0 points for incorrect information with perfect or imperfect grammar.

If more than one person is scoring the tests, divide the answers on each test-sheet so that each scorer corrects the same answers on all test papers. While this may result in more paper-shuffling, it does insure that any subjective bias on the part of the scorer will be the same for all student papers.

PART B -- PRE-TEST ORIENTATION

1. Read the Ilyin Oral Interview book for details of scoring, purpose, and other concerns.
2. Check to see if using the BILL form for Mon, Tues, Wed or Thurs or the TOM form for Tue, Wed, Thurs, or Fri.
3. The materials needed are:
 - Administration instructions (this sheet)
 - Orientation for the test (see following pages)
 - Script for BILL or TOM
 - Examiner's copy of student picture book (BILL or TOM)
 - Student copies of picture book (BILL or TOM)
 - Student answer sheets (see enclosed example)
 - Red or blue pen or other highly visible picture-pointer
4. Arrange seats in well-separated rows, with space for you and other proctors to walk behind and between the chairs. Seat students in alternate rows like this:

X O X O

X O X O

not: XOXOXOXOXO
XOXOXOXOXO

not: XX
OO
XX
OO

5. Distribute student answer sheets and picture books.
6. Instruct students to fill out top of answer sheet. While they are doing so, put the following on the board:

BOARD EXAMPLES (To teach about writing a short sentence)

Examples: 1.
2.
3.

7. Tell students:

- "Put your picture books face down. Put your pencils down. Turn your answer sheets over."
- "I am going to ask questions. You will write the answers. Later I will ask you about pictures in your picture books. You will write short sentences. Not now. Later. This is just an example." (CHECK TO SEE THAT STUDENTS ARE NOT WRITING AND WILL NOT WRITE THE EXAMPLES)
- "Example #1 on the board. If I ask, 'Is this a pencil?' (HOLD UP A PENCIL) you will write:

1. yes, it is. (WRITE ON BLACKBOARD)
2.
3.

PART B cont. (Pre-test Orientation)

- "Do not stop after 'yes'." (COVER UP "IT IS" ON THE BOARD AS YOU SAY THIS)
 "'Yes' is not a complete sentence. Always write a short complete sentence. Do not worry about your spelling. I will only look at the answer and the grammar."
- (POINT TO #2 ON THE BOARD AND SAY:) "Let's do example 2. What's this?" (HOLD UP YOUR PENCIL AGAIN. LISTEN TO STUDENTS' RESPONSES AND PRETEND TO HEAR "BANANA". WRITE "BANANA" AFTER 2.)

1. yes, it is.
2. banana
3. _____

- ASK: "Is this a good answer? No? Is this?" (CROSS OUT OR ERASE "BANANA" AND WRITE PENCIL")
 1. yes, it is.
 2. ~~banana~~ pencil
 3. _____

- ASK: "Is this a good answer? No? Why?
 If you say 'spelling', that is true. The spelling is not correct. But for this test, I don't care about spelling. Something else is not right. What is it?...That's right, it's not complete. What should I write?" (HOPEFULLY, YOU'LL GET "IT'S A". WRITE IT.)

1. yes, it is.
2. it's a banana pencil.
3. _____

- (POINT TO #3 ON THE BOARD AND SAY:) "Now we will do example 3." (REMEMBER THIS IS ONLY BOARD PRACTICE. STUDENTS SHOULD NOT BE WRITING OR LOOKING AT THEIR BOOKS OR PAPERS.)
- ASK: "Where are you now?" (LISTEN FOR STUDENTS' RESPONSES, BUT WRITE AN INCOMPLETE ANSWER, NO MATTER WHAT THEY SAY)

1. yes, it is.
2. it's a banana pencil.
3. in the classroom

- ASK: "Is this a good answer? It is correct, but it is not complete. What do I write?" (HOPEFULLY STUDENTS WILL INSTRUCT YOU TO WRITE "I AM" OR "WE ARE". YOU ADD OTHER ACCEPTABLE ANSWERS YOU HEAR. EXPLAIN THAT MORE THAN ONE ANSWER MAY BE CORRECT. ONLY ONE, HOWEVER, IS NECESSARY.)

1. yes, it is
2. it's a banana pencil.
3. i am in the classroom.
we are at school, etc.

- (WHEN PRE-TEST ORIENTATION IS FINISHED, GO ON TO SPECIFIC TEST ORIENTATION FOR "BILL" OR "TOM" FORM. SEE NEXT PAGE.)

PART C -- ORIENTATION FOR "BILL" FORM**

- TELL STUDENTS: "Now look at your picture books. Do not write. Just listen and look at the first page."
- "Here are some pictures about a man. This man is in all of the pictures." (POINT TO THE MAN IN SOME OF THE PICTURES, USING A RED OR BLUE PEN OR OTHER CLEARLY VISIBLE POINTER. WHEN HOLDING YOUR BOOKLET FOR THE CLASS TO SEE, BE CAREFUL NOT TO OBSCURE ANY OF THE PICTURES WITH YOUR HAND.)
- "The time is under the pictures. Sometimes you see the beginning time and the end time. Sometimes you see only one time. Time moves from left to right." (SHOW HOW TIME GOES FROM A.M. TO P.M. WITH YOUR HAND.)
- "The pictures in the middle are today, a weekday." (POINT TO THE MIDDLE PICTURES.) "What day is today?" (THE STUDENTS SHOULD TELL YOU THE CORRECT DAY) "Right, this is _____." (POINT AGAIN TO THE MIDDLE PICTURES.)
- "The pictures on the top are last Sunday, a weekend day." (POINT TO THE TOP PICTURES.) "What day was this?" (STUDENTS SHOULD TELL YOU THE CORRECT DAY.) "That's right, this was Sunday." (POINT AGAIN TO THE TOP PICTURES.)
- "The pictures on the bottom are tomorrow, a weekday." (POINT TO THE BOTTOM PICTURES) "What day will it be?" (STUDENTS REPLY) "That's right, this is _____." (POINT AGAIN TO THE BOTTOM PICTURES)
- "Do you have any questions about the pictures?"
- (CHECK STUDENTS' UNDERSTANDING OF THE ABOVE BY ASKING YES-NO QUESTIONS)
 - "Is this a weekday?" (POINT TO PICTURE IN MIDDLE ROW)
 - "Is this a weekday?" (POINT TO PICTURE IN TOP ROW. IF STUDENTS SAY "YES" TO THE LATTER QUESTION, EXPLAIN AGAIN: "This is on a weekend.")
- (WHEN YOU ARE SURE THE STUDENTS UNDERSTAND THE PICTURE ARRANGEMENT, TELL THE FOLLOWING STORY. POINT TO THE PICTURES AS YOU TALK.)
 - "This man's name is Bill. Bill usually eats breakfast at 7:15. He walks to school at 7:45.
 - Bill studies from 8:00 to 11:50. He usually eats lunch with a friend, but tomorrow he is going to see the doctor.
 - Bill is a student. He studies every day.
 - Last Sunday Bill slept late. He got up at 9:55. He ate breakfast at home at 10:25.
 - Then Bill went to the beach with a friend. He was there from 11:00 to 5:00."
 - "Do you have any questions about Bill?"

**The specific instructions for the "TOM" form of the test (alternate of the "BILL" form) can be found by examining the appropriate pages of the Ilyin Oral Interview. They follow the same general format as for "BILL", but the information content is different.

PART C cont. (Orientation for "Bill" form)

--"Now I'm going to ask you about Bill. Take your pencil and turn over your answer sheet. I will ask you three practice questions and you will write complete sentence answers. Turn to the next page in your picture books."

--(CHECK TO SEE THAT STUDENTS ARE LOOKING AT THE RIGHT PAGE AND ARE READY TO WRITE ON THEIR ANSWER SHEETS. TELL STUDENTS:)

"Remember, I will say the page number and the number of the question. Listen to the question, look at the picture page, and write your answer on the answer sheet. Hold up your hand if you do not hear. I will repeat. Look up when you are finished. Then I will give you the next question. Some students are slow, and may not finish all questions. If you did not have time to answer a question, forget it. Go on. Always write the answer to the question I asked. Do not talk or look at other papers."

--(READ THE FIRST THREE ITEMS AS PRACTICE QUESTIONS AS YOU INSTRUCTED STUDENTS, SAYING "Next page, example A." READ THEM, MAKING SURE STUDENTS SEE WHICH PICTURE YOU ARE POINTING AT. YOU MAY WANT TO WALK AROUND THE ROOM AND POINT TO THE PICTURE IN THE BOOKS OF STUDENTS WHO LOOK CONFUSED. CHECK TO SEE THAT STUDENTS GIVE A COMPLETE SENTENCE. IF THEY DO NOT, SAY "Write a complete sentence." WHEN THEY FINISH, READ EXAMPLE B, ETC. UNTIL YOU HAVE FINISHED READING THE THREE PRACTICE ITEMS.
IMPORTANT! DO NOT POINT TO A PICTURE UNLESS SO INSTRUCTED.

(PRACTICE ITEMS): a. (POINT TO THE PICTURE OF BILL WATCHING TV)
What is Bill doing in this picture?

b. What time is it in the picture?
(DO NOT POINT TO THE CLOCK)

c. Who is this man?

--(AFTER YOU HAVE FINISHED ADMINISTERING THE THREE PRACTICE QUESTIONS, ASK THEM TO TELL YOU THE ANSWERS. IF MORE THAN ONE ANSWER IS CORRECT, PUT BOTH OF THEM ON THE BOARD, STRESSING THAT SOME ITEMS CAN BE ANSWERED CORRECTLY A NUMBER OF WAYS. BE SURE THEY HAVE COMPLETE SENTENCES. THEN SAY:)

"Do you have any questions about the test or about Bill?"

PART D -- GIVING THE TEST

- (AS YOU READ THE QUESTIONS, GIVE THE QUESTION NUMBER AND THE PICTURE PAGE NUMBER. CONTINUE TO CHECK TO BE SURE THAT THE STUDENTS ARE: 1. LOOKING AT THE CORRECT PICTURE PAGE
2. ANSWERING THE CORRECT ITEM
3. WRITING COMPLETE SENTENCES

- (READ IN A NORMAL CONVERSATIONAL TONE. WHEN REPEATING, NEVER STRESS OR EXAGGERATE INTONATION OR PRONUNCIATION. DO NOT OVER-ENUNCIATE.)

- (SOME ITEMS DEMAND THAT STUDENTS GENERATE QUESTIONS RATHER THAN GIVE ANSWERS. BE SURE THAT STUDENTS UNDERSTAND THEY ARE TO ASK QUESTIONS FOR THESE ITEMS. YOU MAY REPEAT AND EMPHASIZE: ASK.)

6
Using the AOI (Adapted Oral Interview)

PART D, cont. (Giving the Test)

SAMPLE QUESTIONS, "BILL" FORM -- 30-ITEM TEST

(SEE ALSO SAMPLE PAGE FROM THE PICTURE BOOKLET AND SAMPLE ANSWER FORM FOR 30-ITEM TEST USED AT ALEMANY CENTER, SAN FRANCISCO.

NOT ALL QUESTIONS BELOW FIT THE PICTURE-PAGE SHOWN.)

#5 - How does Bill go to school?

#9-- Is he going to be eating lunch tomorrow at 12:15?

#16- What was he doing Sunday at 7:30 P.M.?

#22- (POINT TO BOTTOM ROW PICTURES)

-These pictures are about tomorrow. What day are they?
That's right. They're _____.

(POINT TO ONE OF THE BOTTOM PICTURES)

-Ask me a question about this picture.

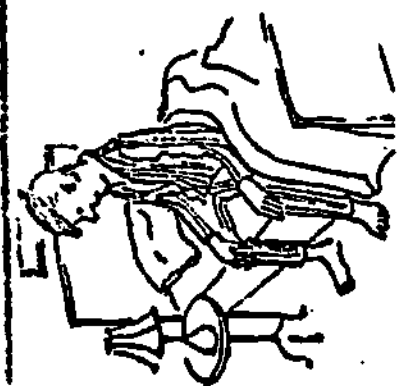
#29- Now it's (time) _____. If it were tomorrow at this time, what would Bill be doing?

-(WHEN THE TEST IS COMPLETED, BE SURE THAT ALL ANSWER FORMS AND PICTURE BOOKLETS ARE COLLECTED BEFORE THE STUDENTS LEAVE. CHECK THE BOOKLETS FOR ANY WRITING OR OTHER MARKS.)

PART E -- SCORING THE TEST

(SEE PART A, #7 FOR DETAILS.)

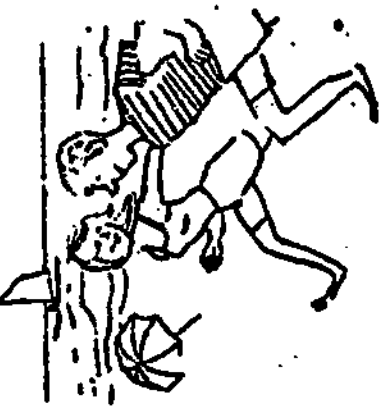
LAST
 SUNDAY



9:55

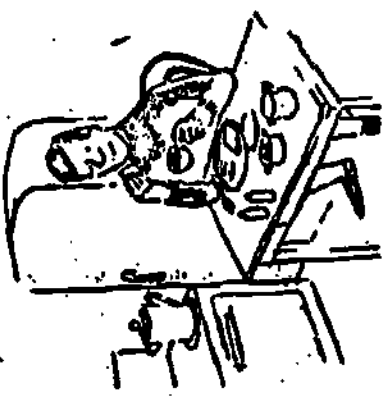


10:25

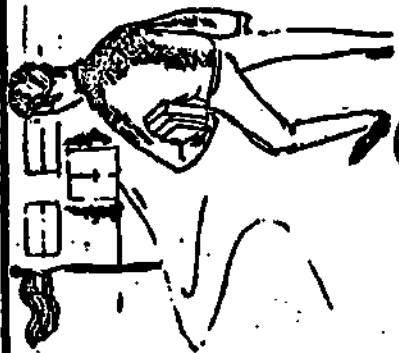


11:00-5:00

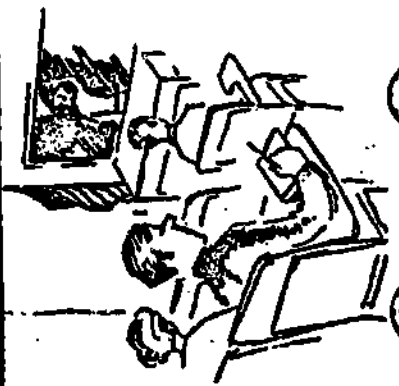
TODAY



7:15



7:45

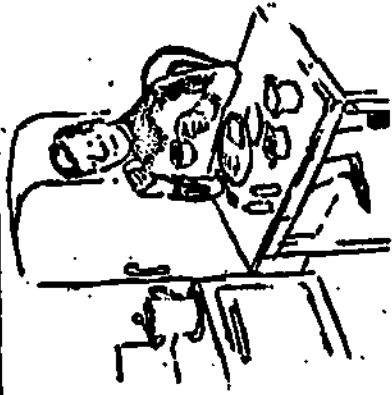


8:00-11:50

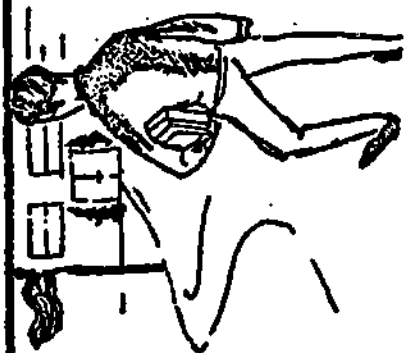


11:50-12:30

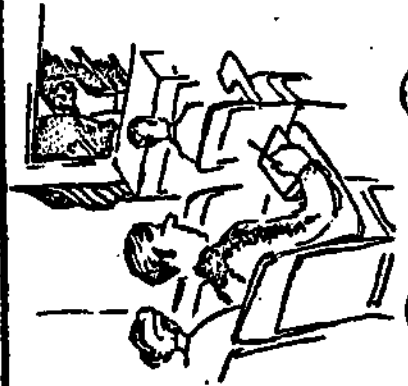
TOMORROW



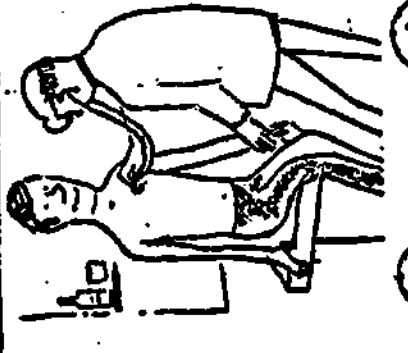
7:15



7:45



8:00-11:50



11:50-12:30

ANSWER SHEET USED AT ALEMANY CENTER

I.O.I. ADAPTATION MASS LISTENING

30 ITEMS

Last Name		First Name		Month	Day	Year
				Birthdate		
Examiner:				Date:		
Examples: (p6 or 30)						
Check form used:	A					
Bill	Tom	B				
		C				
Pages	Pages					
8	32	1.	Score circle: 2 - 1 - 0			
		2.	2 - 1 - 0			
10	34	3.	2 - 1 - 0			
		4.	2 - 1 - 0			
		5.	2 - 1 - 0			
		6.	2 - 1 - 0			
		7.	2 - 1 - 0			
12	36	8.	2 - 1 - 0			
		9.	2 - 1 - 0			
		10.	2 - 1 - 0			
		11.	2 - 1 - 0			
		12.	2 - 1 - 0			
		13.	2 - 1 - 0			
		14.	2 - 1 - 0			
14	38	15.	2 - 1 - 0			
		16.	2 - 1 - 0			
		17.	2 - 1 - 0			
		18.	2 - 1 - 0			
		19.	2 - 1 - 0			
		20.	2 - 1 - 0			
16	40	21.	2 - 1 - 0			
		22.	2 - 1 - 0			
18	42	23.	2 - 1 - 0			
		24.	2 - 1 - 0			
20	44	25.	2 - 1 - 0			
or						
after 3:00		26.	2 - 1 - 0			
22	48	27.	2 - 1 - 0			
		28.	2 - 1 - 0			
		29.	2 - 1 - 0			
		30.	2 - 1 - 0			

Notes or Comments:

TOTAL: